

ROLE OF DEMOGRAPHICS ASPECTS ON JOB SATISFACTION OF UNIVERSITY TEACHERS IN PUNJAB, PAKISTAN

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ABSTRACT

The success of educational institutes is dependent on the satisfaction level of the teaching staff. Currently, the satisfaction level of teachers in higher education sector such as universities is a colossal challenge. Though, there are a few academic studies on the area of job satisfaction and demographics aspects in the context of Punjab, Pakistan. This research explored the role of demographics aspects such as gender, job status, age, salary and job rank on the satisfaction level of teachers in Punjab, Pakistan. Data was collected from 273 questionnaire through survey. Data was analysed by Statistical Packages for Social Sciences (SPSS). Descriptive statistics, analysis of variances, correlation, and regression analysis were applied to the respective data. Results revealed that teachers from private universities of Punjab, Pakistan were generally satisfied with their job with respect to their demographics aspects. Gender and job status positively influence the job satisfaction level of teachers. Whereas ge, salary and job rank showed a significant association with job satisfaction. This study was directed in the most populated area of Pakistan. As, the estimated population in Punjab is 110,012,442 according to census 2017. In Punjab, the total universities are 42. Thus, the results of this study would prove to be helpful for management of the related universities, it would also provide aid to the Higher Education Commission of Pakistan and Ministry of Education for the formulation, execution of policy concerning the lecturers in the educational institutes.

KEYWORDS: Demographics Aspects, Job Satisfaction, Teachers, Universities in Punjab.

INTRODUCTION

Teachers play a very important role in educational institutes because they are providing the community with leaders and skilled people in every field, like business management, marketing management, human resource management and public management. Teachers in the educational institutions are the torch bearers of the country that contribute in its development, shaping the society and taking the country forward. Their efforts make them recognised, revered and respected in the society. Hence, societies have enormous expectations from the teaching staff. Such expectations are definitely a privilege and honour for a teacher but these expectations also bring a certain pressure to live up to the expectations. Teachers are the main part of an educational institute, having numerous responsibilities towards the students, develop the ethical values, build personality and induce logical thinking among the students. In order to build, induce and develop, the lecturers need to be satisfied and happy with their job (Azimi, 2002). Currently, the satisfaction level of teachers in higher education sector such as universities is a prodigious challenge. Their job satisfaction has become a main ingredient for universities as it helps in the formulation, execution and improvement of strategies regarding the teachers (Dawal & Taha, 2006).

Focusing on the vital role of teachers in the educational sector, the present study investigated the job satisfaction level of university teachers in the area of Punjab, Pakistan. It has been found in the Pakistan Education Statistics 2015-2016 report that there are total 161 universities in Pakistan. Among them 42 are in the area of Punjab. Punjab is the most populated area in Pakistan as total 101,012,442 estimated

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population is found in Punjab, Pakistan. The number of universities teachers are also in high number as total 17,411 universities teachers are found in Punjab, Pakistan. Among them 11,813 are from public universities and 5,598 are from private universities. Thus, this study helps improving the university policies.

Numerous researches are examining the job satisfaction as an important variable. The level of job satisfaction varies with individual to individual. Thus, job satisfaction is measured as a multifaceted idea that defines how satisfied or happy an individual is with his work. Job satisfaction discusses a pleasant emotional condition that comes from appraisal of individual's job; affective response to individual job and attitude towards individual job. This identified that individuals develop different form of attitudes toward their work by focusing on their behaviours, beliefs, and feelings (Crossman and Harris, 2006). The concept of job satisfaction is a combination of optimistic and desirable feelings that an individual has from his work. Increase in the level of job satisfaction is determined by the individual happiness. Higher the individual's happiness towards the job, the higher will be their job satisfaction (Kinman et al., 2011; Shukla & Singh, 2015). Furthermore, job satisfaction influences the attitudes, reactions and behaviour of the teachers (Strydom, 2011). This internal feeling is examined as an important instrument for educational sectors like universities and has shown influence on the performance of university teachers.

Moreover, it is found that the combination of optimistic and desirable feeling of teachers concerning to their work is defined as job satisfaction (Aziri, 2011). Job satisfaction is a vital aspect that plays an important role in the design of different organizational behaviours (Eslami & Gharakhani, 2012). Khera & Gulati (2012) viewed that job satisfaction is the formulation of five aspects i.e; the job itself, salary of an employee, promotion, the workforce who is working with them and the person who is supervise them. Furthermore, there are few characteristics of individual job satisfaction at university, such as it is the duty of universities to deliver proper workplace environment and facilities to teachers. There are different external and internal aspects which influences the job satisfaction level and become the root cause of the attitude of teachers. At university, job satisfaction is taken to be an institutional needle which enhances the performance of teachers (Devi & Nagini, 2013; Saari & Judge, 2004).

THEORETICAL CONTRIBUTION

In this research, the theory of Herzberg's motivation-hygiene is considered, which has described various aspects of job satisfaction (Tan & Waheed, 2011). Two distinct ideas were proposed in this theory, the satisfaction and dissatisfaction level of an individual, which are further categorized into different aspects (Herzberg, 1964). The ideas which develop the job satisfaction of individuals are known as positive motivators. These include individual development, consciousness and appreciation. These ideas endorse few operative opportunities for teaching staff (Mehrad et al., 2015). If they are not found than there would be low level of job satisfaction in teachers. Moreover, it is necessary that job satisfaction is present in an institution as it is associated with the end results of an institute (Khalifa & Troung, 2010). Explicit study of this theory has come up with some external factors such as individual salary, the strategies and policies of respective institutions, supervision and relationships among individuals that are linked with the formulation of job satisfaction level. This theory also included some intrinsic features that are concerned with the individual features and self (Dhanapal, Alwie, Subramaniam, & Vashu, 2013). Thus, it is concluded that the theory of Herzberg's motivation-hygiene involves few aspects like salary of employee, workplace environment, job status of a respective person and security that formulated the job satisfaction of individuals

(Berghe, 2011). In this study, these aspects which are derived from this theory play a basic role in the job satisfaction of teachers at universities level.

PURPOSE OF THE STUDY

The success of educational institutes is dependent on the satisfaction level of teaching staff. Currently, the satisfaction level of teachers in higher education sector such as universities is a prodigious challenge. However, there are few academic studies on the area of job satisfaction and demographics aspects in the context of Punjab, Pakistan. This research explored the role of demographics aspects such as gender, job status, age, salary and job rank on the satisfaction level of teachers in Punjab, Pakistan. Punjab is the most populated area of Pakistan. As, the estimated population in Punjab is 110,012,442 according to census 2017. In Punjab, the total universities are 42. Pakistan Education Statistics 2015-2016 described that 17,411 teachers are found in these 42 universities. Among them 11,813 are from public universities and 5,598 are from private universities. The number of public universities are 20 but private universities are 22 in number. Analysing the number of universities and teachers, it was discovered that private universities are high in ratio but the number of teachers is half as compared to public universities teachers. Hence, there is a need to find a reason for the low number of teachers in private universities. This can be linked with the job satisfaction level. Thus, this research was conducted on private university teachers from Punjab, Pakistan. The objective of this research is to explore the job satisfaction level of teachers with selected demographics aspects such as gender, job status, age, salary and job rank of private universities teachers in Punjab, Pakistan. The findings of this research related to job satisfaction and demographics, can help in making a clear picture of the satisfaction level of private university teachers in Punjab, Pakistan. Thus, the results of this study are helpful for management of the related universities, Higher Education Commission of Pakistan and Ministry of Education for the formulation, execution of policy concerning the lecturers in educational institutes.

RESEARCH QUESTIONS

This research follows up with these research questions.

1. What is the job satisfaction level of private university teachers in Punjab, Pakistan?
2. Do the selected demographics aspects such as gender, job status, age, salary and job rank influence the job satisfaction level of private university teachers in Punjab, Pakistan?

LITERATURE REVIEW

Job satisfaction is one of the most critical factors to achieve the desired job results in an institution. These results which are derived from the job satisfaction are behaviour of organization staff with customers, low turnover ratio and high-performance level of job (Hulin & Judge, 2003). The concept of job satisfaction was defined by Dawis and Lofquist (1984) as a feeling and assessment of a person towards their job. According to Spector (1997), job satisfaction is defined as an appraisal of individual assessment level that how the working place is providing satisfaction to the individuals. Job satisfaction is associated with the feeling of employees towards their job and various aspects of job. Job satisfaction is also described by Locke (1976) as a pleasurable state that comes from the appraisal of the job and their experiences about job. Paul and Phua (2011) proposed numerous aspects that become the reason of job satisfaction. They

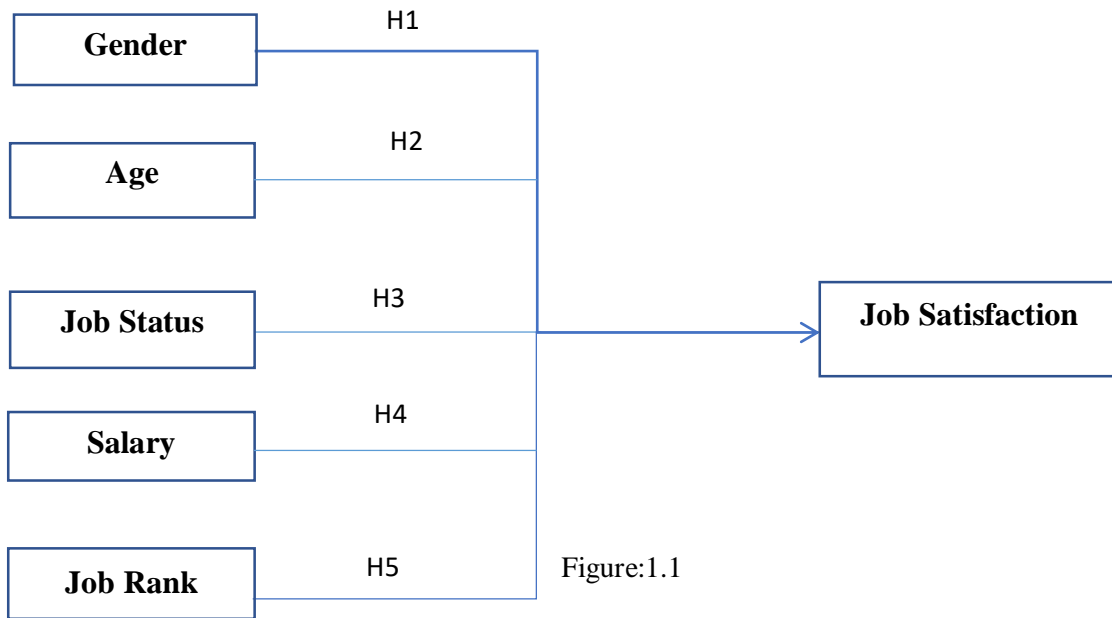
explored the job satisfaction level of teaching staff in public tertiary organizations. The finding of their research showed that there is an association among job satisfaction with the position and age of teaching staff. However, other demographics aspects such as marital status of respective person, experience, gender and qualification were studied but they had no relation to significant relationship with job satisfaction.

Sharma and Jyoti (2010) explored that job satisfaction is a foremost indicator in the administrative dynamics and main variable while appraising the success of teachers. They also explained that different extrinsic and intrinsic aspects influence the job satisfaction with respect to their demographic characteristics like age, qualification, gender, marital status, level of occupation and employment duration. There are some optimistic aspect of job like creativity, sense of achievement, idealness, appropriateness and independence which showed a significant influence on the job satisfaction level of the teaching staff. Though, pay, job condition and collaboration had no significant association with job satisfaction level. A study was conducted by Patrick (2010) that described that there is a strong association between gender and job satisfaction of teachers. He explored that the satisfaction level of females was high as compared to males. It was concluded that satisfaction level of males was less because of the working conditions of an organization such as salary, other allowances etc. It is also noted that males did not have appositely feelings and fairly salaried with their occupations. Moreover, extrinsic aspects of job satisfaction showed a high influence on those employees whose age is below 30 years. As the age increase the influence of intrinsic factors become high. This described that satisfaction level of young teachers is high as compare to teachers belonging to other age groups. The marital status of teachers had no influence on the job satisfaction. During the hiring process, the administration should not focus on the marital status of a teachers. A research was also conducted by Kainth and Kaur (2010) that found a strong relationship among gender and job satisfaction of teachers. This research claimed that male's satisfaction level is high as compared to females.

Furthermore, Hesli and Lee (2013) explored the job satisfaction level of teachers from the department of political science in U.S. The results of this research revealed the job satisfaction level of teachers from high ranked sector or private institutions. According to Shukla & Singh (2015), teachers are highly satisfied with their job with respect to demographics. Study found a significant relation while making analysis of job satisfaction with demographics aspects such as age, gender, experience family size, educational qualification, marital status, and rank. Malik (2011) examined the job satisfaction level of university teachers from the area of Balochistan in Pakistan. Research explored that teachers were mostly satisfied with their work. Findings of this research reveals that male teaching staff was less satisfied as compared to female. Also, there is no significant association among the job satisfaction with age, experience, qualification and rank.

CONCEPTUAL FRAMEWORK AND HYPOTHESIS

A conceptual framework showed the visual picture of different variables, the connection among dependent, independent variable. In this research, the formulation conceptual framework is derived from the review of literature and theory of Herzberg's motivation-hygiene. The independent variables are gender, job status, age, salary and job rank. The job satisfaction is a dependent variable, and the relationship among numerous variables are shown in figure 1.1.



In this research, following hypothesis have been tested.

Ho1: Gender of teachers is not significantly influencing the job satisfaction.

H1: Gender of teachers is significantly influencing the job satisfaction.

Ho2: Age of teachers is not significantly influencing the job satisfaction.

H2: Age of teachers is significantly influencing the job satisfaction.

Ho3: Job status of teachers is not significantly influencing the job satisfaction.

H3: Job status of teachers is significantly influencing the job satisfaction.

Ho4: Salary of teachers is not significantly influencing the job satisfaction.

H4: Salary of teachers is significantly influencing the job satisfaction.

Ho5: Job rank of teachers is not significantly influencing the job satisfaction.

H5: Job rank of teachers is significantly influencing the job satisfaction.

RESEARCH METHODOLOGY

This study used the quantitative approach by having the participants fill the questionnaire. A number of researches in the literature review have also used this approach. Job satisfaction level of teachers was considered a dependent variable while demographics aspects such as gender, job status, age, salary and job rank are independent variables. In this research, seven factors such as work load, workplace environment and values, support and recognition, facilities and infrastructure, teaching and learning, involvement in academic process and pay and benefit were considered to measure the job satisfaction level of teachers. Questionnaire is a research tool that is used while collecting data. This questionnaire was adoptive from the research of Zaman, Jahan & Mahmud (2014). Furthermore, four experts in the field of human resource management viewed the questionnaire. Possible amendments have been made. Teachers from the private universities of Punjab, Pakistan were considered as the population of this research. Total number of teaching staff in private universities of Punjab are 5,598 (Pakistan Education Statistics 2015-2016). According to Krejcie and Morgan (1970), the sample size should be 360. By using simple random sampling technique, 360 questionnaires were distributed to the teachers. However, 290 were given back to the researcher. Among them, 273 were accepted. The rest of 17 questionnaires were rejected because they were incomplete. The response rate for this research was 75 percent, which is acceptable. According to Malaney (2002) and Dillman (2000) 30 to 60 response rate should be acceptable for the research. Statistical Package for the Social Sciences (SPSS) was used to analyse the data. For the results descriptive analysis, analysis of variance (ANOVA), Pearson correlation and regression were computed. Cronbach's alpha was calculated with a value of 0.718 to check the validity and reliability. This value is accepted value as Nunnally (1978) stated that Cronbach's alpha value is accepted when it is found in 0.6 and 0.7 or more range.

FINDINGS

Descriptive Analysis

Descriptive analysis is the one which showed the main features of the data. According to Sekaran and Bougie (2010), descriptive analysis labelled the mean, variance and standard deviation. In this research, the descriptive analysis of variables showed the percentages of selected data from 273 questionnaire filled from teaching staff in private universities of Punjab, Pakistan. The descriptive analysis described that 46.2% were females and remaining 53.1% of male. Among the participants, 7 % were above 40 years, 63.7% were from 30 -40 years old and rest of 29.3% were below 30 years. 55.7% were contractual and 28.6 % were permanent. Total percentage of lecturers who returned the questionnaire was 62.3 %, associate professors was 24.5% and assistant professors was 11.0%. In terms of salary 31.9% teachers in private universities of Punjab, Pakistan had salary less than 30,000RS, 35.9% teachers had 30,001RS to 60,000RS, 10.6% teachers had 60,001RS to 90,000RS and 1.8% teachers had 90,001RS and above. The descriptive analysis is shown in table 1.1. The findings also revealed that teachers were mostly satisfied with their job as the mean of job satisfaction was 2.73, and the value of standard deviation was 0.70. This result about the satisfaction level of teachers is supported by the studies of Castillo & Cano (2004), Noordin and Jusoff (2009), Malik (2011), and Syed et al., (2012). These scholars also examined the job satisfaction level of teachers with respect to demographics aspects. These researches also found a moderate satisfaction level of teachers in universities.

Table 1: Descriptive Analysis

Demographics	Indicator	Percentage	Mean	Standard deviation
Gender	Male	53.1	1.47	.514
	Female	46.2		
Age	Below 30 years	29.3	2.12	.916
	30 -40 years	63.7		
	Above 40 years	7		
Job Status	Permanent	55.7	1.88	.700
	Contractual	28.6		
Job rank	Lecturer	62.3	2.13	1.68
	Associate professor	24.5		
	Assistant professor	11.0		
	Professor	2.2		
Salary	Less than Rs. 30,000/-	31.9	2.41	1.45
	Rs. 30,001 to 60,000/-	35.9		
	Rs. 60,001 to 90,000	10.6		
	Rs.90,001 and above	1.8		

Testing of hypothesis

Kothari (2004) states that testing of hypothesis is done to check that whether the hypothesis is accepted or rejected from the findings of the data. The accuracy of a respective research can be measured by the hypothesis testing. To test Ho1: Gender of teachers is not significantly influencing the job satisfaction and H1: Gender of teachers is significantly influencing the job satisfaction for this research, scholar conducted ANOVA, Pearson correlation, and regression. The findings are shown in table 2. Gender with a mean value 1.47 and standard deviation value .514 showed a positive correlation with the job satisfaction level of teachers in private universities of Punjab, Pakistan. The value from Pearson correlation was $R = .235$, $P = .000$. This indicated a positive relation between gender and the level of job satisfaction. The ANOVA values $F = 7.95$, $P = .000$ also indicated that gender of teachers is significantly influencing the job satisfaction level of teachers in private universities of Punjab Pakistan. Thus, the hypothesis H1 is accepted. These findings are in line with the studies of Callister (2006) and Malik (2011). These scholars also found a positive relationship between gender and job satisfaction level of teachers. However, Hesli and Lee (2013) found no relationship among gender and job satisfaction level of teachers.

Regarding age and job satisfaction, Ho2: Age of teachers is not significantly influencing the job satisfaction and H2: Age of teachers is significantly influencing the job satisfaction was tested through the results of correlation, ANOVA, and regression analysis. Age with a mean value 2.12, standard deviation .916, correlation values ($R = -.139$, $P = .012$) and ANOVA values ($F = 14.1$, $P = .000$) showed a significant relationship of age and job satisfaction level of teachers in private universities of Punjab. However, the relationship among age and job satisfaction was negative. This represented that as the age increases, the job satisfaction level of teachers decrease. Thus, the hypothesis H2 is accepted. This finding was in line with the results of Malik (2011), Ghafoor (2012) that age of teachers is significantly associated with the job satisfaction level of teachers.

To test Ho3: Job status of teachers is not significantly influencing the job satisfaction. H3: Job status of teachers is significantly influencing the job satisfaction for this research, scholar conducted ANOVA, Pearson correlation, and regression. The findings revealed that job status with a mean value 1.88 and standard deviation value .700 showed a positive correlation with the job satisfaction level of teachers in private universities of Punjab, Pakistan. The value from Pearson correlation was $R = .145$, $P = .008$. This indicated a positive relationship among the job status and job satisfaction. The ANOVA values $F = 2.05$, $P = .107$ also indicated that job status of teachers is significantly influencing the job satisfaction level of teachers in private universities of Punjab Pakistan. Thus, the hypothesis H3 is accepted. Callister (2006) and Malik (2011) supported the findings of this research that there is a positive relationship among job status and job satisfaction level of teachers.

Concerning salary and job satisfaction, Ho4: Salary of teachers is not significantly influencing the job satisfaction and H4: Salary of teachers is significantly influencing the job satisfaction was tested through the results of correlation, ANOVA, and regression analysis. Salary with a mean value 2.41, standard deviation 1.50, correlation values ($R = -.116$, $P = .028$) and ANOVA values ($F = 9.23$, $P = .000$) showed a significant relationship of salary and job satisfaction level of teachers in private universities of Punjab. However, the relationship among salary and job satisfaction was negative. This represented that as the salary of a teachers increase the job satisfaction level of teachers decrease. Thus, the hypothesis H4 is accepted. This finding was in line with the results of Ghafoor (2012) that salary of teachers is significantly linked with the job satisfaction level of teachers.

Ho5: Job rank of teachers is not significantly influencing the job satisfaction and H5: Job rank of teachers is significantly influencing the job satisfaction for this research were tested by conducted ANOVA, Pearson correlation, and regression. The findings revealed that job rank with a mean value 2.13 and standard deviation value 1.68 showed a negative correlation with the job satisfaction level of teachers in private universities of Punjab, Pakistan. The value from Pearson correlation was $R = -.312$, $P = .000$. This indicated a negative relationship among the job rank and job satisfaction. The ANOVA values $F = 19.8$, $P = .000$ also indicated that job rank of teachers is significantly influencing the job satisfaction level of teachers in private universities of Punjab Pakistan. Thus, the hypothesis H5 is accepted. These finding of this research is in line with the research of Ghafoor (2012), Malik (2011), Wong and Heng (2009), Ssesanga and Garrett (2005). Moreover, the values of regression analysis also showed a significant relationship among gender, job status, age, salary and job rank with job satisfaction of teachers from private universities of Punjab, Pakistan. The significant adjusted R^2 characterized that gender, job status age, salary and job rank respectively have 17.0%, 20.0%, 18.8%, 22.0%, 9.4% of the variance on job satisfaction. Also, standardized coefficient “ β ” and T values were significant as their value is less than 0.005 ($p < 0.005$).

Table 2: Results of ANOVA, Pearson correlation and Regression Analysis

Demography	Correlation	Sig.	F	Sig.	β	T	Sig.
Gender	.235	.000	7.95	.000	.249	4.32	.000
Age	-.139	.012	14.1	.000	-.248	-4.08	.000
Job rank	-.312	.000	19.7	.000	-.266	-4.83	.003
Salary	-.116	.028	9.23	.000	-.117	-3.08	.002
Job status	.145	.008	2.05	.107	.208	3.75	.000

Note. The mean difference is significant at the $p < .05$

The findings for all the hypotheses that were tested is shown in table 3. The first hypothesis illustrates that H1: Gender of teachers is significantly influencing the job satisfaction was supported by the survey results. The second hypothesis, Age of teachers is significantly influencing the job satisfaction was also supported. The third hypothesis that Job status of teachers is significantly influencing the job satisfaction was accepted. The fourth hypothesis, Salary of teachers is significantly influencing the job satisfaction was also supported and results proved the relationship between salary and job satisfaction of teachers from private universities of Punjab, Pakistan. H5: Job rank of teachers is significantly influencing the job satisfaction was also accepted by the results of the research.

Hypo	Statement	Sign	Sig	Decision
Ho1	Gender of teachers is not significantly influencing the job satisfaction.			Rejected
H1	Gender of teachers is significantly influencing the job satisfaction.	+	significant	Accepted
Ho2	Age of teachers is not significantly influencing the job satisfaction.	-		Rejected
H2	Age of teachers is significantly influencing the job satisfaction.	-	significant	Accepted
Ho3	Job status of teachers is not significantly influencing the job satisfaction.			Rejected
H3	Job status of teachers is significantly influencing the job satisfaction.	+	significant	Accepted
Ho4	Salary of teachers is not significantly influencing the job satisfaction.			Rejected
H4	Salary of teachers is significantly influencing the job satisfaction.	-	significant	Accepted
Ho5	Job rank of teachers is not significantly influencing the job satisfaction.			Rejected

H5 Job rank of teachers is significantly influencing the job satisfaction. - significant Accepted

CONCLUSION

This research concluded that job satisfaction level of teachers plays a noteworthy role in conquering high education standards and quality. Results revealed that teachers from private universities of Punjab, Pakistan were generally satisfied with their job with respect to their demographics aspects. Gender and job status positively influence the job satisfaction level of teachers. Age, salary and job rank showed a significant association with job satisfaction but their association is negative. Furthermore, the investigation of teaching staff with demographics aspects contributes in reconsidering the current administrative policies. It is supportive for policy makers and administration of universities to improve the job satisfaction level of employees and teachers. They have to give more attention in the enhancement and IDENTIFICATION OF DIFFERENT FEATURES WHICH ENHANCE THE LEVEL OF JOB SATISFACTION.

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